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In The Outlook for September 18, 1909, is an editorial comment on a recent paper by Dr. Charles P. Steinmetz, an engineer of some distinction, before the Convention of the American Institute of Electrical Engineers, in which strong ground is taken in support of a thorough training in the Classics for students of engineering. The readers of THE CLASSICAL WEEKLY will probably have opportunity before long to read Dr. Steinmetz's views in our own columns, but meanwhile some phases of The Outlook's comment may be touched upon.

Dr. Steinmetz attacks the study of the modern languages instead of the classics, saying they open to the student no new world, no field of thought appreciably different from our own; and I therefore consider them of practically no educational value. Their utilitarian value to the college student is negligible, as, due to the limited time, the absence of practice, and the large number of other more important subjects of study, very few college graduates retain even a rudiment of their knowledge of modern languages. . . . To the engineer particularly a knowledge of modern foreign languages offers no appreciable help in following the engineering progress of other countries.

The comment of The Outlook is as follows:

As to the first statement, the great army of men and women to whom French and German, Italian and Spanish have opened "new worlds", and even "fields of thought appreciably different from our own", will protest. As to the second statement, it is true that the utilitarian value of modern languages is negligible to too many college students; but this is because the languages are taught in an English-speaking atmosphere, a defect now being gradually remedied. Finally, a knowledge of foreign modern languages would seem to offer appreciable help to the engineer in his own profession, as many writings of foreign investigators still remain untranslated.

There seems to be here a confusion as to the value of a subject in a scheme of educational training and the value of the subject for what it contains quite apart from its relation to education. In our ordinary colleges only so much time can be given to language study. It is as true of the majority of engineers, no doubt, as it is true of the majority of college students in general, that when they leave college they are not prepared to make use of their attainments in any language in any practical way. Even those who have specialized in modern languages do not read these modern languages fluently as a rule, and if any new field of thought is to be opened up to them by work

in a foreign language, it must, in the vast majority of cases, come during their graduate study or even later. No one would deny that anyone who reads French fluently and has an appreciation of literature will gain a great deal of pleasure from the French literary masterpieces. The same is true of every other language, but literary pleasure is an entirely different thing from a new field of thought. It usually happens that an admirer of a foreign literature is not very well versed in his own. In fact, it is almost a truism that the amount of first class literature of one language is sufficient to occupy the complete attention of the individual.

I am at a loss, myself, to know what new worlds French and German, Italian and Spanish have opened to the great army of men and women. The tendency of modern civilization is towards uniformity and the difference between the thinking of one country and that of another is a difference of individual rather than of language. In the present condition of scientific study, as well as of other studies, full accounts of the work of foreign scholars is almost always available in our English periodicals long before it would be available to those who read the foreign language. In my own experience I have frequently found the results of a foreign publication before I could get the publication. In the matter of translations this does not, of course, apply, but translations are not at present the only means or even the chief means of communication. The specialist in any department of language will always have to know foreign languages, but there is a wide difference between the specialist and the regular worker.

What The Outlook means by saying "that the utilitarian value of modern languages is negligible to too many students . . . because the languages are taught in an English-speaking atmosphere", I do not understand. It is not atmosphere so much as the amount of time available that is the chief difficulty. The native teacher with the very best equipment frequently is much less successful as a teacher of American youth than one who is not born to the language. It is rather interesting that German is taught in most of our institutions by Americans—Americans trained in Germany, if you will, but nevertheless Americans—and in the case of French, where it is supposed the atmosphere is particularly essential and where more native teachers are em-

ployed than in any other subject, the results are in no wise satisfactory.

I leave out of consideration the whole question as to the value of modern languages from the disciplinary point of view as compared with the Classics. This subject has been adequately treated by Professor Bennett and others. There is, however, one phase which is noteworthy. Many teachers feel that Latin could be taught better if the child had a preliminary knowledge of French. I am not convinced that this is true, and am inclined to believe that the success of those who advocate it is their success and not the success of the system, but it has not really been tried sufficiently to form a judgment. G. L.

### THE SCANSION OF VERGIL AND THE SCHOOLS

(Concluded from page 5)

The high school teacher, of course, will object that he has no time to do these things, that my words are simply once again the words of the visionary college teacher who does not understand the peculiar conditions that obtain in the high schools, or the burdens already imposed on the teacher there, or the demands already made on the time of the teacher in the class room work. The answer is easy. Let the student of Latin from the start be trained aright; let him be trained, as suggested above, in Latin words, pronunciation as well as form and meaning, and time will then be forthcoming for the teacher of Vergil in which to do the things demanded of him in this paper. The boy who knows 1,500 Latin words by the time he picks up his Vergil will find the reading of Vergil on the whole a far simpler task than the reading of Cicero and Caesar had been to him; syntactically Vergil is easier than Caesar or Cicero, and in point of subject matter certainly is interesting, if not markedly more entertaining. Such a boy's progress in the reading of Vergil would be rapid enough to leave time in plenty for the consideration of the metrical form. Further, the plan of requiring the student to analyze in writing a certain number of verses day by day for at least a part, if not the whole of his Vergil course, would add but little to the pupil's work of preparation and would take up *per se* no time from the class room work itself.

What of the rules of quantity? As already argued, right training in pronunciation, begun with the boy's first use of a Latin word and carried through every hour of his course, will bring the boy face to face with the scansion of Vergil with no problem of vowel quantity to deal with, except as now and again Vergil's reproduction of Greek phenomena of vowel quantity or rhythmical usage may introduce an element new to the lad's experience. For all other pupils common-sense methods should obtain. One should not attempt too much. Certain rules of quantity are fundamental, for example, those about the

quantity of final syllables and those about increment. These, together with the rules for 'position', will account for the larger part of all the syllables with which the student has to deal. Is the learning of these rules beyond the intelligence of the high school pupil?

In this connection I would again lay stress on a suggestion which I have made elsewhere, that much would be gained practically if in all our teaching of matters metrical we were to speak consistently of *syllables* as heavy or light and of *vowels* as long or short. Our present system applies precisely the same terms to two different things and is inevitably confusing<sup>1</sup>. In the written analysis of verses the student can set the macron above the long vowel and underscore the syllable which is heavy, even though its vowel is short.

Something may be said concerning the oral reading of hexameter verse. One may admit that he is not prepared to state exactly what the Latin ictus was, that he has no clear understanding of how the Romans treated the coincidence or the non-coincidence of the ictus and the word-accent, that he does not know what the Romans did with the syllables we call elided syllables, that he gives to Latin verse as he reads it a stress accent rather than a quantitative treatment and yet not be wholly absurd in claiming that nevertheless Latin hexameters as he reads them still have rhythm.

If we view the matter in a purely practical way we shall admit, I think, that there are virtually no difficulties in verses in which there are no elisions. Verses like

Tantae molis erat Romanam condere gentem,

or

Musa, mihi causas memora, quo numine laeso  
quidve dolens regina deum tot volvere casus  
insignem pietate virum, tot adire labores  
impulerit

or Horace C. 1. 5 *passim* may be said to read themselves. In this connection the teacher would find it very helpful, it seems to me, to introduce his pupils to the hexameter via Lucan (texts of Lucan can be got for a trifling sum) because elision is much less frequent in Lucan than in Vergil and Lucan's verse is therefore easier to read.

What shall we do with the elision? Some years ago I listened to a discussion of this matter which was wholly iconoclastic and destructive, nay, even despairing in character.

The speaker confessed that he had come wholly to doubt and despair concerning the metrical reading of Latin poetry; he declared that he knew next to nothing concerning the manner in which the Romans read Latin verse and that other teachers probably knew no more about it than he; from all this he

<sup>1</sup> The present system induces good scholars to print such abominations as *patris!*

drew the conclusion that "it is worse than useless—it is a sheer waste of precious time—for pupils in preparatory schools to attempt to acquire the art of reading Latin poetry".

In order to make clear his point of view he proceeded to emphasize the different views held by various scholars here and abroad (1) concerning the nature of the ictus, and (2) concerning the relation which in fact existed between the ictus and the word accent and the method to be employed by the moderns to bring out that relation (if we can determine it). He then set forth what he conceived to be the different systems of reading Latin verse laid down in the grammars, etc., published in this country, with oral illustrations of his conception of those methods. It was hard to believe that he was doing justice to these various methods; yet after all, though he was engaged in ridiculing them, strange to say, in every instance, against his own will and in absolute subversion of his own argument, he secured, to my ears at least, distinctly metrical and rhythmical results. One could not help wondering, as he listened, what results the speaker might attain if he should really try to secure metrical effects.

In further support of his contentions, the speaker argued that the prevalent method (such he called it) of making the ictus a stress accent and then of giving that stress accent fully without regard to the prose accent of the words (save where the prose accent and the ictus coincide) leads to sad results. By way of illustration he cited Aeneid 1. 76-77, complaining because *tuus* and *mihi*, which he regarded as the most important words in the whole couplet, do not bear the ictus and "must be hurried over without the slightest emphasis". But are they the most important words in the couplet? To me it seems rather that *regina* and *iussa* are the most important words in the passage. *Regina* reminds me forcibly of Juno's own words (46) *quae dixim incedo regina*; Aeolus talks here to Juno exactly as if he had heard her whole speech to herself (37 ff.). The thought, then, in my opinion, is this: "you are QUEEN and have therefore only to determine your will; ORDERS are my portion."

Again, the speaker cited Aeneid 1. 46-48; here he complained because in 46 "the stress, instead of coming on *ego*, the most important word, comes on *ast*, a word that calls for no emphasis at all, as far as the sense is concerned. In the second line, instead of coming on the emphatic *soror*, the stress comes on the comparatively unimportant *et*". Instead of being so sure of his own position he had done better if he had stopped to ask himself the question, Did Vergil know his business? Assuming that Vergil knew what he was about, let us do what our speaker failed to do, i. e. let us examine the passage and discover the real meaning. Does *ast* call for no emphasis at all? We have just learned in six and a half verses

what Pallas was able to do when a single man sinned against her sacred majesty; we are to learn now of the impotence of Juno. *Ast* is to serve the rather important function of contrasting the coming account of the impotence of Juno, 'Jove's both sister and wife', to avenge the wrongs done her by a whole race with the dread vengeance exacted by Pallas for the sin of one man. Was Vergil foolish, then, in giving weight through the aid of meter to a word that plays so large a role? Again the speaker complained because in 47 the stress, "instead of coming on the emphatic *soror*, comes on the comparatively unimportant *et*". But is *et* unimportant? Does not the fact that *et . . . et* carry two ictuses bring out as nothing else could the duality of Juno? It is that duality which emphasizes her impotence. So far, then, as this portion of the contention is concerned, just one thing is to be said, that such considerations, instead of showing the uselessness of metrical study, show how absolutely essential it is to probe Vergil's verses deeply to get at their real meaning, how blind and halt the study of Vergil's verses is unless a large part is played by the very examination of the meter which the speaker, in a fit of despair, would have had us forego entirely.

The speaker then passed on to discuss the question of elision. He treated elision (1) as the absolute crushing out of the vowel and proved at length, what needed no proof at all, that the results obtained are often, to us moderns, absurdly unintelligible. But he fails to note that it by no means follows that the results reached by such a method would be equally absurd or unintelligible to the Romans. We all know the story told by Cicero De Div. 2. 84, that *cum M. Crassus exercitum Brundisi imponeret, quidam in portu caricas Cauno advectas vendens Cauneas clamitabat. Dicamus, si placeret, monitum ab eo Crassum caveret ne iret; non fuisse perituum si omni parisset*. The identification of *Cauneas* with *cave ne eas* involves, it is plain, two cases of elision wherein the final vowel is completely crushed out. To this the speaker gave no heed; he gave no heed either to the extent to which in Italian poetry as delivered by Italians or in modern spoken Greek or Italian elision involves complete loss of the vowel, without absurdity or loss of intelligibility.

He then discussed (2) the other method of treating the elision, that of slurring the vowels together. He argued that "no modern scholar can slur the syllables together in such a way as to preserve the identity of each word without destroying the rhythm of the verse or doing violence to the temporal requirements of the verse"; he will get too many syllables. He made merry over the cases in which the elided syllable ends a speech and asks if we are to imagine two speakers in a rapid dialogue in a lively scene in comedy timing their utterances in such fashion that while the one is enunciating the concluding vowel of



his speech the other shall break in with the first vowel of his. We did not need proof that such a procedure is unthinkable. The speaker might have learned much had he pursued some such investigation as Mr. Magoun set forth in his four papers in *The Latin Leaflet* (Nos. 170-173). Mr. Magoun reminded us that we have to deal not merely with types of syllables, the two-time and the one-time syllable, which stand to each other in a wholly rational relation, but with syllables lighter than a light syllable<sup>1</sup> and heavy syllables less heavy than two beats<sup>2</sup>. Had the disputant known or remembered these facts and had he summoned to his aid even an elementary knowledge of music, he had saved himself much writing. Feet in verse, as bars in music, have equal or approximately equal time values, but they need not contain exactly the same number of syllables. The syllable which *per se* is the lightest possible may in music receive any desired number of beats; conversely a syllable in itself heavy may in singing be but barely touched. Hence the method of slurring the vowels, which the speaker condemned, has justification in music. I take it that a trained singer slurring the vowels could deliver Latin verses in a way to show proper quantitative effects and a right division into bars or feet, i. e. in rhythmical fashion.

Finally, the disputant failed to note that all his criticisms apply only to the oral reading of Latin verse: they do not lie at all against the written analysis of verses such as Professor Johnston urges. Such written analysis is independent of any theory of ictus, and of any theory of the relation of ictus to word accent and elision, and is in no small degree instructive.

I have said enough, I hope, to show that the two methods of treating the elision mentioned in our books are not to be lightly laughed out of court by a despairing critic. Grant that we do not yet know

<sup>1</sup>Too many books have been written in ignorance of these facts, which were perfectly well known to the ancients (see e. g. Goodell, *Chapters on Greek Metric*, 6-57), and have been demonstrated afresh by modern psychological investigations (see e. g. an article in *Studies from the Yale Psychological Laboratory*, 9 (1901), 1-142, by J. E. W. Wallin, entitled *Researches on the Rhythm of Speech*. On page 31 we learn that phonographic records have shown "that the length of a given long or short syllable in modern languages is never absolutely fixed; the precise length is different for every time it is spoken". Mr. Wallin's paper is one long protest against the doctrine that in poetry as read, the feet are in fact equal each to each; see especially p. 125. Cf. also Charlton M. Lewis, *The Principles of English Verse* 14: "Now in verse as in prose it must be observed that our instinct does not demand exact equality of the time intervals.... Indeed, to read verse in perfectly even time would be to make it insufferably monotonous. Children recite their Mother Goose in that way, because their instinct is strong and crude; but older persons are repelled rather than attracted by that kind of sing-song, and much of the beauty of verse, to a refined taste, is due to the perpetual checks and accelerations with which rhythm is varied". In the *Nation* of November 28, 1908, page 531, in a review of Josef Hofmann's recent book on *Piano Playing* I read: "The author warns against the use of the metronome, because the keeping of absolute time is thoroughly unmusical and deadlike".

<sup>2</sup>I would strongly urge all teachers of Vergil to read two highly illuminating papers by Professor M. W. Humphreys of the University of Virginia: (1) *The Influence of Accent in Latin Dactylic Hexameters*, *Transactions American Philological Association*, 1878, pp. 39-58 (one of the best papers ever written on the hexameter, far better than Munro's paper in the *Transactions of the Cambridge Philological Society*, Volume 10, which appeared about the same time, advocating the same thesis); (2) *On certain Influences of Accent on Latin Iambic Trimeters*, *Trans. Am. Phil. Ass.*, 1876, pp. 107-145.

exactly how the Romans read their verses: shall we for that reason give up trying to discover? We do not yet know all the details of Latin syntax; shall we exempt our Latin pupils from all necessity of attempting to understand Latin syntax? The gospel of despair is surely not the friend of progress.

If the teacher is convinced that all this is beyond the high school pupil, let him then do this work for his own good. Let him seek in every way to quicken his own appreciation of such matters, to broaden and deepen his own sense of the importance of metrical studies; let him add in every possible way to his own stock of knowledge concerning such matters and then, inevitably, his teaching of so much of the subject as he holds to be within his pupil's apprehension will be more vital and more effective.

CHARLES KNAPP.

### QUANTUM AN QUALE?

At the risk of triteness I wish to offer a few suggestions in regard to the status of classical studies at the present time.

That there is not manifested nor felt that interest in Greek and Latin, especially the former, that those seriously engaged in teaching these subjects would like to see is matter of common knowledge. It ought to be possible to indicate the reason, or a part of the reason, for this state of things.

In this age, in which success is measured largely by the size of the 'pile', the impression appears to be widespread that time spent in coming in contact with the misty past is time misspent. In many instances, it must be sadly confessed, that view is abundantly justified by the facts of experience, but is its truth to be ascribed to the nature of the subject or to the degree of contact?

'Put money in thy purse' is a parental admonition which, although notoriously disregarded during the period of college life, yet lies dormant in the mind of many a young man as a potent principle which will, after the wild oats are sown, open to him the door of success.

The temper of mind thus engendered is antagonistic, it is true, not only to the spirit of reverence for and delight in the intellectual creations of past ages, but also to any serious mental occupation which does not yield or promise immediate, visible, tangible and—as summing up the entire list of desirable attributes—practical results.

We ardently pursue the practical; we offer sacrifice on the altar of the practical. Be it so. But what is the 'practical'? The answer depends upon the point of view.

Is our youth to be encouraged to bend his best energies, all his energies, to the acquirement of that which, when acquired, so often turns to ashes in his grasp?

Is there, then, no practical in the Classics? If one looks forward to the profession of law or of medicine, he is told that he should know something of Greek and Latin, or that the presence in his own language of a large number of words derived from Greek and Latin constitutes a cogent reason why he should study these languages.

Νήπιοι, οὐδὲ ἴσασιν ὅσῳ πλεόν ἡμῖν πατὴρ.

As he that would scale the mountain height fixes his eye, if he is a wise climber, not on the crest miles away, but on the next spot in the path before him that is to receive his foot, so he that is wisely directed in the pursuit of the literary treasures of the ancients will, from pure delight in the exercise, not insistently question what application is to be made of what he is gathering along the way. That there is an application, many applications, he will find in due season, but that these are by-products, however valuable, of the main process.

In case our pupil neither is diverted wholly from the study of the Classics by the advice of those who proudly parade success in life secured without the aid of the rubbish of antiquity, nor receives false views of objects to be attained from those whose estimate of the value of classical lore is based upon 'Greek in English' or upon the fact that the doctor of medicine will sometime be confronted with *levator nasi labiique superioris* and will need to write prescriptions in Latin, while the lawyer must be quite at home with *feri facias* and the rest of the brood, or all events make his associates (*haruspices* and the jury think he is, in the event, then, that our pupil escapes these dangers, there are others that await him on the threshold of his studies.

These dangers constitute, in fact, one danger; all are involved, each in its own degree and place, in the one vital, fundamental question of contact. It is here, at the outset, that the case is settled for good or ill. And the issue of the battle, at least the early stages of the battle, rests with the teacher. For it is of the nature of the healthy mind to be attracted by clear views of truth, to be repelled by half truths and false coverings.

Do our classical teachers, from the first moment that those committed to their charge see a Greek word, a Latin word, take the pains, at whatever cost of time and patience, to direct the pupil's attention, through eye and ear, to the immediate connection between the object represented and the word which represents it? The frequent, nay, substantially invariable inability of the pupil at a later stage to deal with the foreign word except by means of a label that proves a hindrance rather than a help, seems to show that he has been allowed, if not encouraged, at a time when by proper guidance, the habit of seeing the real relations of things might have been happily formed, to see only the shadows of such relations.

Thus the making of translations, or transfusions, as the prime object of endeavor, a practice so readily acquired by unwary youth and with so much difficulty shaken off, defeats what should be to the classical instructor among his highest aims, in that it reverses the natural order, an order none the less important because of its embodiment in the homely receipt for making a rabbit-pie. Hence follows naturally the 'pony', the interlinear text and—chaos.

Shadow-chasing is the disease for which classical teachers must find a cure, if they would save the day for the Classics. Of means to this end I believe the one that promises the best results is to be found in excluding, as far as may be, servile dependence upon the vernacular, in dealing directly with the word in relation to that of which it is the reflection.

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## REVIEWS

An Elementary Latin Course. By Franklin Hazen Potter, of the State University of Iowa. Boston: Benj. H. Sanborn & Co. (1908). Pp. xv + 231 + 109 + 52.

This, in the opinion of the reviewer, is a thoroughly good book on thoroughly bad principles. Starting with the sentences 'I strike him' and 'he strikes me' one is initiated into the nominative and objective concepts. Thereafter the following are introduced in this order: concord of the adjective, predicate nominative, possessive genitive, possessive case and 'of', verb-stems and principal parts, personal endings, present tense (in English and in Latin), indirect object, imperfect tense, future tense, ablatives of means and cause, vocative. The forms of the first and second declensions and the first and second conjugations are introduced as needed. No attempt is made to finish one before beginning the next, but in a final lesson the forms of each declension are summarized. This is accomplished in thirteen lessons. The order in which the chief topics thereafter are taken up can best be told thus: if a class begins this book in September, it will finish the first and second declensions, nouns and adjectives, in a month; the third declension, all about adjectives and adverbs (except numerals and the nine pronominals), and the entire indicative, active and passive, of all regular verbs and of *sum*, by Christmas; fourth and fifth declensions, *is*, *qui*, *unus*, *duo*, *tres*, subjunctive of regular verbs and *sum*, indicative and subjunctive of *eo*, syntax of independent subjunctives (except dubitative) and of volitive substantive clauses, February first; all pronouns except indefinite, all conjugations except *nolo* and *malo*, numerals, simple sentences in indirect discourse, complementary and subject infinitives, conditions, pure and relative clauses of purpose, result, characteristic, *cum*-cir-

cumstantial, periphrastic conjugations and gerund and gerundive, by April first; all temporal and causal clauses, questions, ablative absolute, *nolo*, *malo*, indefinite pronouns, substantive *quin*, *quod* and result clauses, dates, complex indirect discourse, prefixes, suffixes and derivation, Roman names, in the last two months. Case constructions are scattered through the whole. Everything is included that is desirable in first year Latin. It is eminently practicable, a uniform progression. The method makes some strange bedfellows: e. g. in one lesson, *hic*, *plus*, relative purpose clause, ablative with deponents, dative with compound verbs, complementary infinitive, in another, *idem*, *vis*, dative with adjectives, *ut*-clause of purpose, etc.

Why brand these as bad principles? Because, except in a mind systematic by nature, the result must be inability to form in the imagination a comprehensive picture of any declension or conjugation or of any group of syntactical facts, to say nothing of grammar as a whole. This is not a foundation of reinforced concrete, with a ground floor of stone and an upper story of frame, but, where a log fits, a log is used; where a stone fits, a stone is used; and where nothing else fits, cement is poured in to fill up the empty space. To countervail the well-known shortcomings of this method, this author has introduced summaries of all previous ablatives each time a new ablative is imparted, of all previous subjunctives each time a new subjunctive occurs, etc. But these remedies are not complete, nor can they ever be so good as good health from the beginning.

The Hale-Buck Grammar has been followed in regard to the quantity of vowels, and in some other matters, especially in the subtle analysis and nomenclature of the subjunctive. The pedagogical value of the latter has probably never before been so well demonstrated.

The author claims to have discovered that declensions can be more effectively memorized if studied by cases rather than by numbers, as usually. Adjectives and pronouns he treats in the same way, taking one gender at a time<sup>1</sup>. The suggestion is worth trying. The most important feature of the book is that every principle of syntax is described and formulated twice in separate, usually adjacent, lessons, once from the point of view of translating Latin, once with special regard to translating English into Latin. The reflex effect of this upon the pupil's use of his native tongue can not be else than excellent. The exercises are everywhere easy, except in the last month's work, and very skillfully composed. The sentences themselves contain an element of interest. After Lesson X they all consist of continuous narrative, for the most part in simple (and numbered) sentences. There is, however, not the slightest sugges-

tion of Caesarian style or thought in any of them, perhaps because of their very simplicity. *There is never more than one exercise in a lesson.* Latin-English and English-Latin follow each other in successive lessons in the proportion of about two to one. In thirty-two of them (beginning, in the time-schedule above, just after the Christmas holidays) are told anecdotes from the legendary history of Rome. All the exercises are assembled at the end of the volume, in order to remove the paradigms from the student's eye while he is translating.

The vocabulary of the lessons is made up as follows:

Total number of words (excluding proper names) .....	564
Caesar words in Professor Lodge's list of 2000. . .	404
Words occurring from one to four times in high school Latin .....	23
Words not in high school Latin.....	6

The manufacture of the book is excellent. A few maps and illustrations are found in connection with the narrative of the exercises. Three interesting halftones and a restoration of the Forum are used as frontispieces. There is a misprint, 'least', on page 128.

There is bound in the same volume *A New Method for Caesar*, by the same author. It consists of model lessons on the first thirty chapters of the Gallic War, and the text of the same. Each lesson contains a text-assignment, an assignment of principles of syntax for review from the grammar, a special vocabulary, and short Latin sentences which are a simplification of the difficult parts of the day's text.

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*Six Weeks' Preparation for Reading Caesar.* By J. M. Whiton. Fifth Revised Edition, with additions by H. I. Whiton. Boston: Ginn & Co. Pp. 105.

This book is intended for older students with only a limited time for the study of the essentials of Latin. The paradigms for the most part are not given in the text, and the book must be used in close connection with the Allen and Greenough, Bennett, or Harkness Grammar. The constant effort to have the student apply his knowledge of tense signs and inflectional endings to new words, even to new conjugations, shows the hand of the experienced teacher. One therefore wonders the more at such misleading statements as "The Perfect System of tenses including all perfects pluperfects and future perfects of the Active Voice is in the *A*, *E* and *I* conjugations distinguished by the addition of *V* to the verb stem", and at the frequent occurrence in early exercises for

<sup>1</sup>The conventional arrangement, however, is given in an appendix for those who wish it.

<sup>1</sup>These are the figures of Mr. Stephen A. Hurlburt, presented at the last meeting of The Classical Association of the Atlantic States.



translation of such detached phrases as *Praesidia conlocaremus*, *Servis imperavisse*, *Oppidorum fossas et valla, locum munirent*, and 'We may have heard'. A mature student would have difficulty in translating these without a context, and a younger student, in our opinion, is only hindered by the effort to do so. Whatever the need for haste, it is difficult to understand the postponement of the relative pronoun to a Supplementary Lesson (XIII) when the forms and syntax of the gerund have been treated in Lesson VI. It is to be feared that without a very good guide such a swift march to the Gallic province would leave the recruit breathless and poorly equipped for the campaign.

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A Study of the Topography and Municipal History of Praeneste. By Ralph Van Deman Magoffin. Johns Hopkins University Studies in Historical and Political Science, Series XXVI, Nos. 9 and 10. Baltimore: The Johns Hopkins Press (1908).

This is announced to be the first of a series of investigations of the history of the towns of the famous Latin League from the topographical and epigraphical points of view. It is based on numerous visits to Palestrina and a continuous residence there of several weeks, during which the writer had the opportunity of seeing the excavations of 1907, as well as on a study of the extant inscriptions and a careful examination of the secondary sources. The result is a considerable addition to our knowledge of this important and interesting town.

Dr. Magoffin made a minute examination of the ancient walls and their gates, and has been able to correct a number of errors made by previous writers on this subject, as well as in the description of the four great cisterns on which Praeneste depended for its water supply, and in that of the Temple of Fortuna Primigenia. The beautiful mosaic in the Barberini Palace is assigned to the time of Hadrian, and the suggestion is made that it was a gift of that emperor to the town.

The epigraphical topography is taken up in the alphabetical order of the monuments and the buildings mentioned in the inscriptions. An hitherto unknown Sacra Via is traced from the Porta Triumphalis through the upper Forum to the Temple.

The second part of the study is based wholly on epigraphic sources and deals with the municipal government of Praeneste, which is of special interest because of the rivalry of the town with Rome, its long period of independence, and its varied history. Praeneste, which was itself the head of a small league, was first governed by praetors, aediles, and quaestors, in conjunction with a senate; there is no trace of an earlier stage under a king or a dictator.

The town was not a *municipium* in the strict sense of the term until it was made one at its own request during the reign of Tiberius. Under Sulla it was a *colonia* with the usual *duumviri*, *decuriones*, etc. A study of the personal names seems to show that in the choice of officials no preference was shown to the colonists of Sulla, even in the case of the *duumvirate*. The question of the personality of the *quinquennales* is especially examined. They appear to have been elected by the people after endorsement or recommendation by the central government of Rome, although this requirement gradually fell into disuse. It was not essential that they should previously have held office in the town in which they were chosen *quinquennales*.

An alphabetical list of the municipal officers is given and separate chronological lists for the period when Praeneste was a *colonia* and for the later period. The study is illustrated by five photographs taken by the author.

JOHN C. ROLFE.

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## CORRESPONDENCE

Mr. W. W. Baker's article on Slang, Ancient and Modern, in THE CLASSICAL WEEKLY 2. 210 must surely silence the few who are still holding out against this popular mode of communicating one's lack of thought. Mr. Baker proves that slang is classic because (to cite a few of his instances) in Homer Calypso calls Odysseus a 'sinner' (ἀλιτρός), and Odysseus is told that his 'bed is made' (πεποίηται εὐνή), and a boat is said to 'run before the wind' (θεούσης ἡρῆς), and racers start from the 'scratch' (ἀπὸ νύσσης); and Lucian calls a girl a 'right pretty thing' (παγκαλὸν τι χρῆμα), and says 'D' you see?' (ὁρᾷς); and Theocritus uses the phrase 'skin and bones' (ὀστέα καὶ δέρμα); and Aristophanes actually allows himself such slang as 'I'll be off' (ἐγὼ δ' ἀπέσομαι).

What a clever Sabine Rape is this of Mr. Baker's! The Classics in toto carried off before our eyes, and ranged against us! With such a comprehensive net as this, he will bag us all, as the Persians netted the Greek islanders. Monsieur Jourdain found himself life-long guilty of talking prose without knowing it; so are we all now detected by Mr. Baker in speaking—nay, perhaps, even thinking—this vile stuff slang. "The world is full of"—slang. To avoid the miasma, we purists must close the mouth and say nothing; otherwise, we should learn from the Just Argument in the Clouds, who admits that the blackguards are in a large majority (πολὸν πλείονας τοὺς εὐνοπρώκτους) and goes to Socrates's University to acquire the blackguard art.

Banter aside, would Mr. Baker kindly frame us his definition of Slang?

L. L. FORMAN.

CORNELL UNIVERSITY.

## The CLASSICAL WEEKLY

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